

Writing Assessment Statements

This guide provides a summary of the steps used to build authentic assessment statements and a checklist that can be used by those approving course updates to confirm that the statement reflects the authenticity of assessments within the course.

What are assessment statements?

The assessment statement **reflects the authenticity** of each assessment within a course, and how that articulates across a program within your discipline. It provides clarification of the connection between assessment and professional competencies to students and teaching staff. Please visit the TIU website for more information about the [authentic assessment project definition](#), and [assessment statement](#)

The assessment statements are established within PCMS and can be viewed within program dashboards and other reports, resulting in their visibility at all levels of the organisation.

What should the authentic assessment statement reflect?

- The assessment statements should reflect how authentic the assessments are in a course, by employing UniSA's Authentic Assessment definition.
- Assessment statements should also highlight the purpose for the assessment, its context, format and intended audience.
- Assessment statements should identify a true reflection of the course as it stands.



Figure 1. UniSA Authentic Assessment Definition

How to write assessment statements?

- First, review your assessment (* purpose, context, format, audience)
 - Purpose (why):
 - Aim of the assessment
 - Course objectives
 - Skills and knowledge
 - Links to other courses within the program
 - Context (what)
 - Year level
 - Discipline requirements
 - Professional body requirements
 - Format (how)
 - The product
 - Alignment to other assessments in the program
 - Audience (who)
 - The target audience
 - The assessor
- Reviewing your assessments to reflect on the four principles will help you when you curate your assessment statement.
- Then respond to the questions identified in Table 1. Write one/two sentences for each question.

*Academics do not have to identify each bullet point listed in the four principles when curating their assessment statements. These are only indicative.

Table 1. Your assessment authenticity characteristics

Characteristic	Yes/No	If 'Yes' how If 'No' why
Does the assessment task encourage students to adopt higher order thinking?		
Does the assessment task inspire students to apply the relevant knowledge and skills across different contexts?		

Does the assessment task stimulate students to think from multiple perspectives?		
Does the assessment task motivate students to become problem-solvers?		
Does the assessment task connect learning to real life?		

- Collate the statements from the third column and curate your assessment statement.
- Refer to the example below

Example 1

Teaching and Learning Principles and Practices in Higher Education course

Assessment 2: Teaching Philosophy Statement

Description

A personal philosophy of teaching statement demonstrates your journey of learning as a teacher. Your philosophy of teaching should capture key events and how these have shaped your current thinking as well as your thoughts about the future.

Aims

The Teaching Philosophy Statement requires you to create a first-person, coherent and systematic discussion of your thoughts about teaching and learning that you will be able to use in many ways. For example; philosophy statements are often required in position descriptions, promotion applications, awards, fellowships and in some cases even teaching grant applications. Beyond these very practical applications, the philosophy statement allows you, personally, a place to document your own development as an educator and how your thinking has evolved over the years.

Criteria

The following criteria will be used to assess your Philosophy of Teaching Statement.

CLO 1 - Discuss your philosophy of teaching underpinned by your values and beliefs informed by educational theories (GQ 1, 2 & 5)

CLO 2 - Demonstrate a critical reflective approach to your teaching practice (GQ1, 2 & 3)

CLO 3 - Apply a scholarly approach to teaching and learning (GQ1, 2, 5 & 7)

Characteristic	Yes/No	If 'Yes' how If 'No' why
Does the assessment task encourage students to adopt higher order thinking?	Yes	Reflection of personal practice directed by teaching and learning theories

Does the assessment task inspire students to apply the relevant knowledge and skills across different contexts?	Yes	Synthesis of teaching and learning knowledge and skills directed by the course, SoTL and discipline.
Does the assessment task stimulate students to think from multiple perspectives?	Yes	Reflective document which highlights the rationale for T&L practice and how acquired knowledge and skills from the course, SoTL and the discipline are used to solve classroom challenges
Does the assessment task motivate students to become problem-solvers?	No	Students are not required to directly solve problems but describe their practices
Does the assessment task connect learning to real life?	Yes	Philosophy statements are commonly used in academic promotion, probation, and other forms of recognition

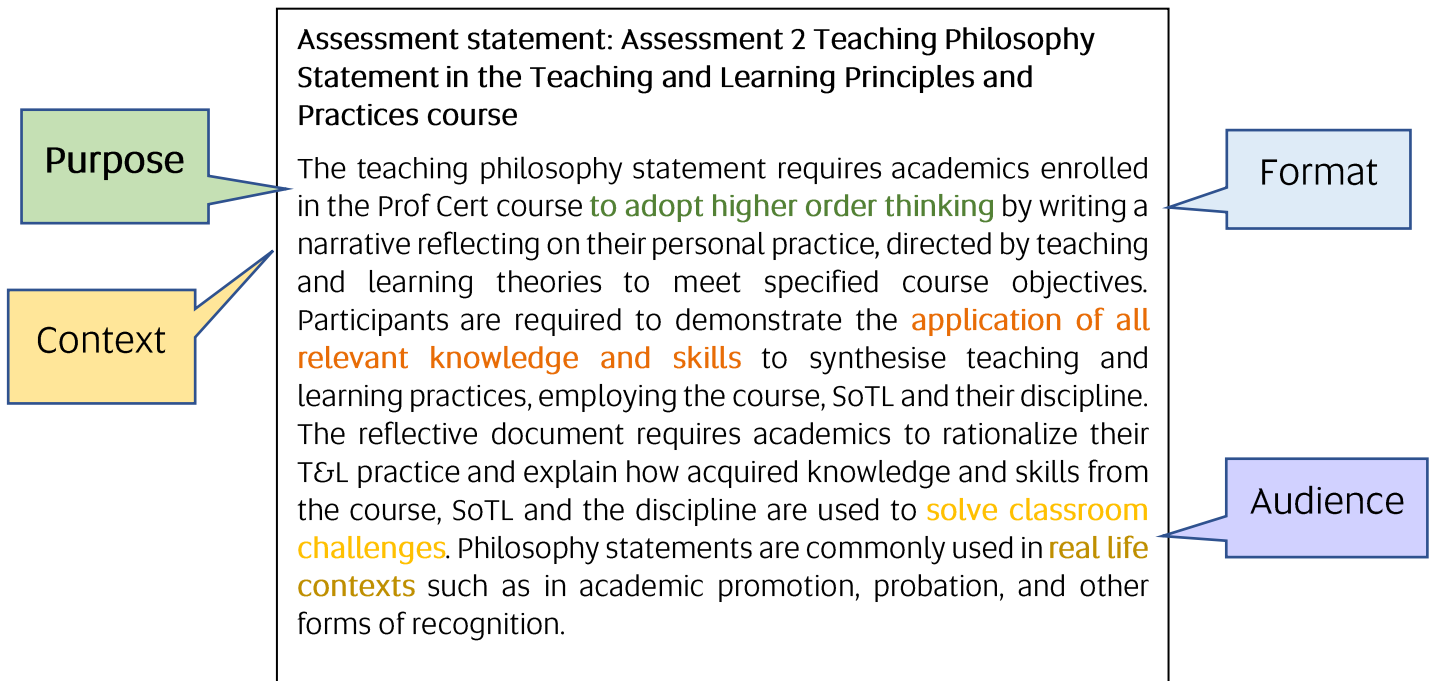


Table 2. Checklist to identify if assessment statements meet the required criteria

Criteria	Yes
1. The assessment statements clearly reflect one or more authentic assessment characteristics identified in UniSA’s definition.	
2. The assessment statements clearly reflect the purpose (aims, course objectives, skills and knowledge, links to other courses within the program) of the assessment.	
3. The assessment statements clearly reflect the context (year level, discipline and professional body requirements) of the assessment.	
4. The assessment statements clearly reflect the format (the product and alignment to other courses in the program) of the assessment.	
5. The assessment statements clearly reflect the audience (the target audience and the assessor) for the assessment.	
6. The assessment statements clearly articulate to the stakeholders how authentic are the assessments in the course.	
7. The assessment statements are not only listing one or more of the AA characteristics but include the ‘why’, ‘what’, ‘how’ and ‘who’.	
8. The assessment statements are not only listing the purpose, context, format and audience but also clearly link them to the AA characteristics.	

Good and Weak Example Assessment Statements

Weak Example

This course introduces the field of health promotion using experience to underpin learning. Students have the opportunity to undertake a project and apply the concepts and theory of health promotion in a group at an organisation.

This is a clinical course. Instead of working with patients in a one-to-one setting, students have the opportunity to apply the knowledge and skills that they have learnt in this course, and the program so far in a broader setting. Students build their Physiotherapy Practice Thresholds skills (professional, ethical, communicator, reflector, self-directed learner, collaborator, educator, manager, leader) enhancing their future employability.

The course structure further develops lifelong learning skills, with online materials provided to facilitate self-directed learning. This is supported by preclinical sessions and individually booked support sessions. Students consolidate the knowledge and skills learnt in the program so far, particularly drawing on evidence-based practice, biopsychosocial practice and the clinical area relevant to the activity. Students receive individual support with their learning from an industry-based supervisor and a university-based tutor.

This assessment statement could be strengthened further to clearly articulate the AA characteristics and the four principles (purpose, context, product and audience)

Good Example

This fourth-year clinical course requires Physiotherapy students to **adopt higher order thinking** to successfully undertake and complete a group project at a health organisation to meet the aims of the course. Students will **apply the knowledge and skills** that they have learnt in this course and the program, **in a professional setting** to build their Physiotherapy Practice Thresholds skills (professional, ethical, communicator, reflector, self-directed learner, collaborator, educator, manager, leader) as **required in their future workplace**. **Thinking from multiple perspectives** and drawing on evidence-base as well as biopsychosocial practice and the clinical area relevant to the project, students will **assess a complex problem** and identify possible solutions with the support of an industry-based supervisor and a university-based tutor for the health organisation.

This assessment statement clearly identifies the authentic assessment characteristics while distinguishing the purpose (aims), context (fourth-year Physiotherapy), format (project) and audience (health organisation)

FAQs

1. Do I need to include all five characteristics identified in UniSA's definition?
 - No, if your assessment only meets one or two AA characteristics, then you should aim to improve on the assessment task progressively and aspire to meet UniSA's goal by 2025.
2. Do I have to curate the assessment statements for all the assessments in my course?
 - Yes, assessment statements should be written for all assessments in a course.
3. Do I have to curate the assessment statement today?
 - It is recommended that courses that are being developed, going for review or are being amended should curate the assessment statement.
4. I am not clear about curating the assessment statement. What do I do?
 - Get in touch with an Academic Developer in the TIU.
 - Alternatively, your program team can organise a TIU run workshop, for writing assessment statements.